PSYC 260.001
Undergraduate Professional Issues in Psychology

Spring 2018
Mondays 4:00-4:50PM
Sewall 305

INSTRUCTOR

Özge Gürcanlı
Office Hours: 482 Sewall Hall
Thursdays 1:00pm -2:00 pm

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COURSE DESCRIPTION

This seminar will provide students with an opportunity to explore psychological research that is conducted at the Department of Psychology, Rice University. Through weekly meetings and lab visits, students will meet with the psychology faculty members and research teams to get introduced to diverse fields of research in psychology.
In a nutshell, during article discussion days, we are going to address a research topic in detail and prepare questions for the research teams that we will visit the following week. When there are exceptions to this structure, they will be announced on Canvas.

COURSE MATERIALS

Journal articles available on Canvas

Americans with Disabilities Act (ADA)

The ADA requires that all qualified persons should have equal opportunity and access to education regardless of the presence of any disabling conditions. Any student with a documented disability needing academic adjustments or accommodations should speak to me within the first two weeks of class. Students with disabilities should also contact Disability Support Services at 713-348-5841 or via their website www.dss.rice.edu.

ETHICS

The strength of a university depends on academic and personal integrity. In this course, you are expected to be honest and truthful and follow the Rice Honor System; the Honor Code applies to all exams and written assignments in this class. Your written assignments must be entirely your own work. Of course, discussing the articles and findings presented in lectures with other classmates is encouraged; however, the ideas presented in the papers that you submit should be your own.
Violations of the Honor Policy will not be tolerated in this class; if you violate the Honor Policy on any assignment or exam, you will be punished according to the guidelines and procedure set forward in the Honor Code. Information regarding the Honor Code and Honor Council can be found online at http://honor.rice.edu/. Feel free to ask me to clarify anything that you do not understand. At the end of the syllabus, you will find a detailed explanation of the relevant areas of the Honor Code, as well as specific guidelines for what is permissible in this class.
Report any violations you witness to the instructor. You may consult the Honor Council beforehand.

COURSE REQUIREMENTS

1. Attendance (12% of your total grade)
For each class you miss, you will lose one point, which is worth one percent of your final grade. You have one free card meaning that out of thirteen lecture days, you can miss one without a problem.

2. Class Participation (8% of your total grade)
In this course, you are expected to participate in class discussion. The class size is kept small on purpose to encourage participation.

Bottom line: Speak up! If I don't know your name by the end of the semester, you will not get a full class participation grade.

3. Written Assignments: Article Summaries (60% of your total grade)
There will be six article summaries based on the assigned readings.
Your papers must be submitted via Canvas prior to the start of the class on the day they are due.
Format: Single space, one page, no more than 700 words -references not included).

4. Literature Review (20% of your total grade, Due Date: May 1st)
Students are required to pick one of the research topics covered in class and write a literature review. Detailed instructions will be provided on Canvas.

EVALUATION

Your grade for this class will be based on:

12% Attendance	60% Article Summaries
8% Class Participation	20% Literature Review

In total, it is possible to earn 100 points, plus any extra credit points that you accumulate. Throughout the semester, your grades for written assignments and exams will be posted on Canvas; check your grades frequently! To calculate your grade at the end of the semester, simply add up all the adjusted points (i.e. percentages) that you've earned from tests, papers, and quizzes. **No extra credit.**
Letter grades will be calculated on the following scale:

98-100%=A+	89-88%=B+	79-78%=C+	69-68%=D+	59-0%=F
97- 93% =A	87-83%=B	77-73%=C	67-63%=D	
92- 90% =A-	82-80%=B-	72-70%=C-	62-60%=D-	*I round up.*

COURSE POLICIES

Late papers will lose 20% of the total grade for each day they are late, starting at 04:01 PM on the day that they are due. Corrupted files will automatically lose 10% of the total grade, and the same late policy will apply for the re-submission of an uncorrupted version.

COURSE CALENDAR*

DATE	TOPIC & PRINCIPAL INVESTIGATOR	ASSIGNED READING
Jan 8th	Introduction: Dr. Gurcanli	N/A
Jan 15th	MLK JR DAY: No class	
Jan 22nd	Article Discussion	Volodina et al (2015)
Jan 29th	Personel Selection: Dr. Oswald	N/A
Feb 5th	Article Discussion	King et al (2012)
Feb 12th	Discrimination at work: Dr. King	N/A
Feb 19th	Article Discussion	Gross (2015)
Feb 26th	Emotional regulation: Dr. Denny Location: BRC 7th Floor, T-SCAN Lab	N/A
Mar 5th	Individual differences at work place: Dr. Beier	Beier et al (2018)
Mar 12th	SPRING BREAK: No class	
Mar 19th	Article Discussion	Nittrouer et al (2018)
Mar 26th	Gender Bias: Dr. Hebl	N/A
Apr 2nd	Article Discussion	Rapp et al (2015)
Apr 9th	Cognitive Architecture of Writing: Dr. Fischer-Baum Location: BRC 7th Floor	N/A
Apr 16th	Final Remarks The current status of psycholinguistics: Dr. Martin	TBA

Article List

Beier, M. E., Torres, W. J., & Gilberto, J. M. (2018). Activities matter: Personality and resource determinants of activities and their effect on health, life satisfaction, and retirement expectations. Work, Aging and Retirement, 4, 67-78. https://doi.org/10.1093/workar/waw034

Gross, J. J. (2015). Emotion regulation: Current status and future prospects. Psychological Inquiry, 26(1), 1-26.

King, E. B., Botsford, W., Hebl, M. R., Kazama, S., Dawson, J. F., & Perkins, A. (2012). Benevolent sexism at work: Gender differences in the distribution of challenging developmental experiences. Journal of Management, 38(6), 1835-1866.

Nittrouer, C. L., Hebl, M. R., Trump-Steele, R., Ashburn-Nardo, L., Lane, D., & Valian, V. (2018). Gender bias in colloquium speakers. Proceedings of the National Academy of Sciences.

Rapp, B., Fischer-Baum, S., & Miozzo, M. (2015). Modality and morphology: What we write may not be what we say. Psychological science, 26(6), 892-902.

Volodina, A., Nagy, G., & Köller, O. (2015). Success in the first phase of the vocational career: The role of cognitive and scholastic abilities, personality factors, and vocational interests. *Journal of Vocational Behavior, 91,* 11-22.

* *This calendar is a guide for the course and is subject to change with advance notice. Such changes will be announced on Canvas, and in class when possible.*